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ABSTRACT

This report suggests that the instructional materials center be flexible for multigroup activities, expansible for future physical growth, and central to the instructional program. Area specifications are given for the following areas: materials research, small groups, cataloging and processing materials, and listening and speaking, and for a dark room, television studio, and developmental reading room. Materials and equipment lists as well as a bibliography are included. (GM)

ED037026

IDEAS FOR PLANNING YOUR INSTRUCTIONAL MATERIALS CENTER

ADMINISTRATION

CONFERENCE AND INDEPENDENT STUDY

LISTENING AND VIEWING

MATERIALS PRODUCTION

READING, RESEARCH AND BORROWING

STORAGE AND MAINTENANCE

EF 001 237

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PREFACE

Because of the increasing interest throughout the Commonwealth and throughout the nation in the development of the Instructional Materials Center, the School Building Assistance Commission initiated conversations with a group of librarians, audio-visual specialists, and school administrators to discuss guidelines and suggestions for planning such a facility. The purpose of this study, which has been carried on over the course of the past two years, was to make available to school committees, school building committees, school administrators, and architects a readable, ready reference for planning the Instructional Materials Center.

While the suggestions included here are not intended as all-inclusive, they do represent a composite of the thinking of people in the field who are concerned that the development and planning of such a facility should be orderly, economical, and professionally adequate.

June, 1964

INTRODUCTION

In his penetrating article dealing with instructional materials centers, Dr. Amo DeBernardis made the following statement:

> "Books are always important tools of learning and we must never neglect them as such, but there are many other and perhaps more direct means of communication which can supplement book learning and make it seem real. Radio, television, motion pictures, people, daily newspapers, phonograph records and the community itself are some of the resources now available to the teacher. They have the power to transform a classroom from a memory school to a living world."[1]

The changing role of the library and the growth of audio-visual services has suggested the desirability of merging these into one facility, the Instructional Materials Center. Such a center offers the resources and services necessary to meet the growing needs of both students and teachers in an age requiring more knowledge than ever before. As the scope and quality of education increases, the learning environment must adjust to meet these demands.

This necessary change was recognized by the National Study of Secondary School Evaluation when, in the 1960 edition of its evaluation instrument, the following comments relating to instructional materials services were included:

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1. DeBernardis, Amo, "Instructional Materials Centers--Their Plan and Function," American School and University, 1956-57, Volume 1.

"The criteria that follow are intended for the evaluation of the entire range of instructional materials services, regardless of the degree to which their administration has been unified. Therefore, the following terms have been employed throughout as referring both to the library and to audio-visual materials and services:

instructional materials center--school library and audio-visual department,
instructional materials staff--librarian and audio-visual personnel,
instructional materials coordinator--librarian and audio-visual director,
instructional materials--printed and audio-visual."[2]

The concept of the Instructional Materials Center is to provide flexibility with efficiency and economy. The efficiency is achieved when the multi-unit spaces comprising the center are assessed for their educational conveniences. The economy is attained through the elimination of duplication in teachers' time and effort by providing a "one stop" center from which instructional materials are made available.

The Instructional Materials Center acts as a coordinating agency for more effective use of new techniques and teaching aids, by encouraging and assisting teachers and students to use the best instructional materials required to meet the ever-increasing needs of the modern school.

The purpose of the Instructional Materials Center, then, is to provide teachers and students with expert guidance in the selection, interpretation, and use of instructional materials; and, in general, to meet any request for instructional services.

2. "Evaluative Criteria," National Study of Secondary School Evaluation, 1960 Edition, Washington 6, D.C.

THE INSTRUCTIONAL MATERIALS CENTER

Primary Functions

Students and Teachers use the Instructional Materials Center to:

- read and browse, listen and view
- pursue independent study
- engage in small-group research
- prepare and produce learning materials
- locate information and materials for school assignments
- receive instruction in the use of services, materials, and equipment
- borrow and return materials

In addition to the above, Teachers use the Instructional Materials Center to:

- participate in the evaluation, preview, and selection of materials for purchase
- preview materials for classroom use
- develop teacher and student bibliographies, with the aid of the Instructional Materials Center staff
- provide classes with specialized presentations (book talks, special reference books, etc.)
- keep posted on current developments in the teaching profession

General Considerations

The physical design of the Instructional Materials Center must be planned in relation to the over-all instructional facilities of the school, and no single design can be considered as the optimum for all schools. However, there are certain points which all designs should have in common. The spaces should be:

Flexible - They should be planned for multiple use. Rigid compartmentalization should be avoided. Sound as a distracting force is the main consideration in deciding to isolate one area from another.

Expansible - The location of the Instructional Materials Center should allow for physical growth into adjoining areas. For this reason, the adjoining areas must house activities which can be moved to other parts of the school as the instructional programs of the school and the Instructional Materials Center grow.

Accessible - The Instructional Materials Center should be in an optimum location for use by students and faculty. The location should facilitate the movement of instructional materials within the school, as well as their receipt and discharge at an outside service entrance. Ramps or lifts should be provided in multi-storied buildings in order to move instructional materials easily from one floor to another.

Central - The Instructional Materials Center should be central to the instructional program of the school, although this should not be interpreted to mean the exact geographical center of the building.

Attention to the design which produces the best possible balance of the four points noted above will serve to encourage a facility which will be of maximum efficiency, economy, and benefit to the school program.

Note: For purposes of this discussion, the facility which incorporates the following areas is based on a secondary school enrolling approximately 1,000 pupils. It should be noted, also, that more specific data relating to certain of these areas may be secured from the references as listed in the selected bibliography to be found at the end of this brochure.

Principal Areas

Materials Research Area (Reading Room)

Major Uses:	Individual activities such as reading, listening, browsing, viewing, and independent research; small group or large group activities such as project work and library instruction
Space Suggestion:	3000 square feet, seating 100 pupils, with space provision for individuals, small and large groups

Planning Considerations:

- Locate in the quiet section of the Center
- Locate the charging desk near the main entrance to the Center
- Consider supervision of pupils when designing area
- Consider movable partitions for dividing reading room for instructional purposes
- Provide shelving to accommodate required number of volumes and other materials

- Provide window areas which do not interfere with shelving or with educational objectives or procedures of the Center. No natural light should be admitted through any form of ceiling openings

- Provide acoustical treatment for ceiling and floor

- Provide electrical outlets in sufficient quantity to allow for expanded use of audio-visual equipment

- Provide shelving for reserve materials within the charging desk area

- Provide movable furnishings

- Equip with bulletin boards large enough for displaying posters, maps, book jackets, notices, and other publicity material. Consider preparing all unused wall spaces for display purposes

- Allow for ventilation; consider air conditioning for extended school use

Special Note: Provide carrels for independent study, equipped for use with all types of instructional materials. At least twelve such carrels should be provided, allowing 20 square feet per station

Small Group Areas (Conference Rooms)

Major Uses: Group activities such as project work, listening, previewing, and committee work

Space Suggestion: 150 square feet each; at least two areas

Planning Considerations:

- Locate adjacent to materials research area; separate by glass partition

- Consider using a soundproof folding partition between conference rooms

- Consider providing typewriters for student use

- Provide light control facilities

- Provide acoustical treatment and ventilation

- Provide electrical outlets for ready use of equipment

- Equip with conference table and chairs

Office Space

Major Uses: Professional duties of administrative staff

Space Suggestion: 150 square feet (This space may be duplicated to meet staff requirements)

Planning Considerations:

- Locate close to materials research area and the workroom

- Furnish with standard office equipment, giving special emphasis to adequate shelving

Work Area

Major Uses: Cataloging and processing materials; preparation of materials such as flat pictures and transparencies

Space Suggestion: 1200 square feet

Planning Considerations:

- Locate with easy access to receiving and delivery area

- Provide electrical outlets, separately fused, in readily accessible places

- Provide movable partitions between cataloging and processing area and production and repair area

- Provide work sink with counter space

- Provide storage facilities, with special provision for pictures and posters

- Provide adjustable shelving

- Provide ventilation, particularly in the production area

- Equip with typewriter, worktable, chairs, and card catalog for shelf list

Storage and Maintenance Area

Major Uses:	Live storage such as back issues of periodicals, models, seasonal materials, and equipment Dead storage such as materials not immediately usable but too valuable to discard Minor repairs of audio-visual equipment Storage for audio-visual equipment used in Center
Space Suggestion:	800 square feet

Planning Considerations:

- Locate adjacent to the work area
- Locate near the administrative office area
- Provide maximum amount of shelving
- Provide counter area and step stool or ladder

Faculty Resource Area

Major Uses:	Professional library and study area for school staff; available for staff conferences or team conferences
Space Suggestion:	500 square feet

Planning Considerations:

- Locate as conveniently as possible to all units of the building for ready access by all teachers
- Provide individual work areas available to staff members for independent study, research, or conferences
- Design to house all the professional materials used by the teaching staff
- Design as a center for acquainting staff members with new teaching media and techniques

Additional Related Areas

Several other areas, ordinarily incorporated into the planning of an adequate secondary school facility, might be considered as part of the Instructional Materials Center. For the purpose of guidance and direction in planning these areas, they are included here.

Listening and Speaking Laboratory

Major Uses: Provide all students with an opportunity for oral-aural practice

Space Suggestion: 900 square feet, seating 30 students

Planning Considerations:

- Locate in or near the Instructional Materials Center, accessible to academic units
- Design for film projection and closed-circuit television reception
- Equip with projection screen, blackboards, storage for tapes, etc.
- Consider portable language laboratory equipment

Dark Room

Major Uses: Preparation of instructional materials such as slides, photographs, etc.

Space Suggestion: 100 square feet

Planning Considerations:

- Locate adjacent to work area and storage and maintenance area
- Provide light-control doors
- Provide corridor access
- Equip with acid-resistant counters and shelving and sink

Television Studio

Major Uses: Closed-circuit television in such techniques as electronic enlargement, direct instruction, enrichment, team teaching, and in-service teacher education

Space Suggestion: Studio area approximately 500 square feet; studio control area 100 square feet

Planning Considerations:

- Locate in or adjacent to the Instructional Materials Center
- Allow sufficient height for overhead lights and sound equipment (15 feet or more)
- Eliminate window areas, if possible
- Provide air conditioning and adequate ventilation
- Provide especially smooth floors

Special Note: If television studio is not provided initially in the building, conduit for cable should be part of the original design and structure

Developmental Reading Room

Major Uses: Provide a climate to foster improved reading habits

Space Suggestion: 800 square feet

Planning Considerations:

- Locate in or near the Instructional Materials Center - near the materials research area and listening laboratory - and readily accessible to the interchangeable classrooms
- Design to accommodate regular class instruction, small group work, or individual study
- Provide portable room dividers for setting off space where individual or small group use of projector-type reading device can be utilized

- Provide electric outlets at strategic locations for using electrically-operated reading devices

- Provide several wall-mounted screens in room, positioned to facilitate simultaneous use of projection equipment

- Equip with individual desks and worktables, shelving for materials, adequate storage for projectors, tachistoscopes, controlled readers, reading pacers, and teaching machines

Some Materials and Equipment

Art Objects
Bibliographies and Booklists
Books - reference, text, work, professional
Bookjackets
Bulletin Boards
Cameras - sound, slide
Class Projects and Culminating Activities
Clippings
College Catalogs
Curriculum Guides
Depth Study Kits
Displays and Exhibits
Duplicators and Mimeographs
Felt, Flannel, Magnetic, and Hook 'n Loop Boards
File Cabinets
Film Editing, Inspecting, and Repairing Equipment
Film Racks
Films and Projectors
Filmstrips and Projectors
Filmstrip Cabinets
Flat Pictures
Globes
Government Documents
Headsets (earphones)
Indexes
Lettering Equipment
Light Polarizing Equipment
Magazines
Manuals
Manuscripts - primary service material
Maps, Map Racks
Microcards
Microfilms
Microfilm Projectors
Microfilm Readers
Micro-slide Sets
Micro-Projectors
Microphones
Models
Mounting Presses for Flat Pictures
Music Scores
Newspapers
Opaque Projectors
Overhead Projectors
Paintings
Pamphlets
Phono Books

Photo-copy Devices
Photographic Darkroom Equipment
Photoprints
Post Cards
Posters
Previewers - filmstrip and slides
Projection Tables
Projectors
Public Address Systems, Portable
Public Relations Materials
Radios
Realia
Records
Record and Transcription Players
Reprints
Reproduction Masters for Overhead
Research Materials
Screens - wall, tripod, rear projection
Scripts
Skill-building Equipment
Slides
Slide Sorter
Student-prepared Materials
Tapes
Tape Recorders
Tape File Cabinet
Transparencies - operating models, overhead
Transparency-making Equipment
Typewriters - standard and jumbo faces

Note: It is important to consider the necessary storage which must be provided for the above-outlined materials and equipment.

Selected Bibliography

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Note: In addition to the above specific references, further information may be secured by writing to the U. S. Office of Education, the American Library Association, the National Education Association, Division of Audio-Visual Instruction, the Educational Facilities Laboratories, and various state Departments of Education.

INSTRUCTIONAL MATERIALS CENTER RESEARCH COMMITTEE

Chairman

William B. Black
Chief School Plant Specialist
School Building Assistance Commission
88 Broad Street
Boston, Massachusetts

Co-Chairman

Paul C. Cleaves
Audio-Visual Director
Weymouth Public Schools
Weymouth High School
Weymouth, Massachusetts

Co-Chairman

Charles W. Adams
Supervisor of School Libraries
State Department of Education
200 Newbury Street
Boston, Massachusetts

Medill Bair
Former Superintendent of Schools
Lexington, Massachusetts

Mrs. Marjorie F. Campbell
Librarian
Tantasqua Regional High School
Sturbridge, Massachusetts

Frank P. DiGiammarino
Secondary Schools Audio-Visual Coordinator
Lexington Public Schools
Lexington, Massachusetts

Mrs. Margaret W. Erskine
Coordinator of High School Libraries
Newton Public Schools
Newton, Massachusetts

Mrs. Joanne Garduno
Librarian
Acton-Boxborough Regional High School
Acton, Massachusetts

Miss Caro M. Grace
Coordinator of Instructional Materials
Malden Public Schools
Malden, Massachusetts

John E. Hodgen
Specialist in School District Organization
School Building Assistance Commission
88 Broad Street
Boston, Massachusetts

Mrs. Catherine E. Jones
Librarian
Lincoln Public Schools
Lincoln, Massachusetts

Joseph A. Keefe
Principal
John F. Kennedy Junior High School
Natick, Massachusetts

John H. Lawson
Superintendent of Schools
Hingham, Massachusetts

Alfred A. Maffeo
Superintendent of Schools
Natick, Massachusetts

Ralph H. Nelson
Audio-Visual Director
Waltham Public Schools
Waltham, Massachusetts

Warren H. Pressley, Jr.
Principal
King Philip Regional High School
Wrentham, Massachusetts

J. Wendell Warren
Principal
Alcott Elementary School
Concord, Massachusetts

Richard G. Woodward
Coordinator of Instructional
Materials and Services
Lexington Public Schools
Lexington, Massachusetts

Additional copies of this brochure may be secured from:

Commonwealth of Massachusetts
School Building Assistance Commission
88 Broad Street
Boston, Massachusetts 02110

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Weymouth Public Schools
Weymouth, Massachusetts